

*June 21<sup>st</sup>, 2018*

**Training Title and Description:**

**Connections Relationship Based Phase Model: Overview and Theory (1.5 hours)**

This training will give an overview of the Relationship Based Phase Model and talk about some basic psychological theory underpinning the model. Discussion of the history of Virginia Frank Child Development Center's Therapeutic Nursery will lead into a description of the "holding environment," and explore the history and development of the model out of the work done in the program. Group experiential activities will be provided to support the development of the cohort and understanding of the importance of thinking about children's social, emotional and relational needs.

**Training Title and Description:**

**Connections Relationship Based Phase Model: Phase One (1.5 hours)**

This training will go in depth in describing Phase One to classroom teachers. Phase One of the Relationship Based Phase Model focuses on promoting Separation and Attachment in children in the preschool classroom setting. It also looks at group development at the beginning of a classroom year. Group experiential activities will be provided to support the development of the cohort and understanding of what is possible in a group at this point in the year. Teachers will also learn about books, songs and curriculum presentation which will support children in mastering the developmental tasks of this time of the year. Hands on activities and exploration of vignettes and scenarios will support learning about children's process of attachment and separation from parents. A discussion about teaching team support and managing behavioral challenges that may present themselves in this process will also occur.

**Training Title and Description:**

**Connections Relationship Based Phase Model: Phase Two (1.5 hours)**

This training will go in depth in describing Phase Two to classroom teachers. Phase Two of the Relationship Based Phase Model focuses on promoting Autonomy in children in the preschool classroom setting. It also looks at group development at the midpoint of a classroom year. Group experiential activities will be provided to support the development of the cohort and understanding of what is possible in a group at this point in the year. Teachers will also learn about books, songs and curriculum presentation which will support children in mastering the developmental tasks of this time of the year. Hands on activities and exploration of vignettes and scenarios will support learning about children's striving for independence. A discussion about teaching team support and managing behavioral challenges that may present themselves in this process will also occur.

**Training Title and Description:**

**Connections Relationship Based Phase Model: Phase Three (1.5 hours)**

This training will go in depth in describing Phase Three to classroom teachers. Phase Three of the Relationship Based Phase Model focuses on promoting Initiative and Independence in

children in the preschool classroom setting. It also looks at group development in the ending of a classroom year. Group experiential activities will be provided to support the development of the cohort and understanding of what is possible in a group at this point in the year. Teachers will also learn about books, songs and curriculum presentation which will support children in mastering the developmental tasks of this time of the year. Hands on activities and exploration of vignettes and scenarios will support learning about children's process of moving through transitions and saying goodbye. A discussion about teaching team support and managing behavioral challenges that may present themselves in this process will also occur.

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*June 28<sup>th</sup>, 2018*

**Training Title and Description:**

**Child Development 0-5**

This training will provide a general overview of social/emotional development in children ages birth to five. The presentation will engage around the importance of early relationships with caregivers and will focus on the context within which development occurs; family, community and classroom. Cultural and community differences will be considered. We will explore how children's differing developmental trajectories impact teacher's experience in a classroom of age group peers. There will be some consideration of atypical development and how that may impact the child's experience in preschool. There are environmental, and adverse childhood experiences (ACES) that may cause regression or a return to an earlier stage of development. A discussion of these challenges and the impact on the classroom/teaching will occur.

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*July 5<sup>th</sup>, 2018*

**Training Title and Description:**

**Addressing the Neurodevelopmental Needs of Children in a Classroom Setting.**

This training will present to classroom teachers and family support workers information regarding speech-language pathology, occupational therapy and developmental therapy. Attendees will learn what each of these disciplines address, learn about typical development and red flags to watch for and gain strategies to help students in each of these areas in the classroom.

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*July 11<sup>th</sup>, 2018*

**Training Title and Description:**

**All Behavior Has Meaning/ Managing Challenging Behavior**

Addressing challenging behaviors involves a comprehensive approach that takes into account: building positive relationships with children, families and colleagues; prevention practices in the classroom, social emotional teaching strategies; and creating individual plans. In this workshop we will address these areas through small and large group discussion, experiential learning

activities, becoming familiar with children's books with social-emotional content, and by participants learning how to develop an individual plan for a child with challenging behaviors.

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*July 12<sup>th</sup>, 2018*

**Training Title and Description:**

**Ready, Set Go! – A Developmental Readiness Approach to Toilet Training™**

Toilet training is a dynamic process that occurs between parent and child. It represents a major developmental and emotional shift for both the parent and child. For typical children, as well as children with developmental differences, problems frequently occur and can escalate into serious ongoing medical and emotional problems. For children participating in day care and full day school programs, toilet training may be part of their school day. This workshop will review current literature regarding toilet training problems, discuss different methodologies, and talk about the pros and cons of various methods. The workshop is designed to help professionals provide anticipatory guidance to parents contemplating toilet training, to problem solve with families currently experiencing difficulty with toilet training, and to find appropriate solutions to toilet training challenges. Participants are invited to bring case-based examples of situations that they have encountered to provide attendees the opportunity to plan and discuss potential solutions to commonly experienced problems.

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*July 19<sup>th</sup>, 2018*

**Training Title and Description:**

**Hope Over Fear – How Adults can Ameliorate the Impact of Trauma on Young Children through Relationship and Develop an Increased Understanding of Impacts of Trauma on Young Children**

This training will present to classroom teachers and family support workers a look at violence and trauma in the community and population served at the centers staff work. Participants will gain a deeper understanding of how trauma impacts a young child's development on several domains including cognitive and social/emotional. We will also discuss the impact of trauma on a child's behavior and what need these behaviors may be communicating. Participants will also be given strategies and tools to respond in the context of the classroom environment. There will also be a discussion of stress management and self-care in response to working with a traumatized population.

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*July 26<sup>th</sup>, 2018*

**Training Title and Description:**

**Creating Positive Working Relationships with Parents (3 hours)**

This workshop will focus on teacher and staff relationships with parents. The importance of partnering with parents will be highlighted. We will address how this shifts over the three phases. There will be a discussion of limit setting. The difficulties parents have in setting limits and how teachers are in a unique position to collaborate with parents will also be featured in this workshop. We will provide a space for teachers to discuss their experience with the challenges of limit setting as well as the barriers to promoting a good working relationship with parents. Connections will be made between caring for and engaging with parents and how this impacts care of the child. We will also delve into what a supportive environment for parents looks and feels like, as well as how critically important such a space is for them to be successful as parents. We will also highlight the parallel of this process for teachers. Helping parents and children through stressful or traumatic events will also be explored during this workshop. We will read from a chapter in Selma Fraiberg's **The Magic Years** entitled *Ghosts in the Nursery*.

**Training Title and Description: (2 hours)**

**Who You Gonna Call?: Using Mental Health Consultation and Other Resources in the Community**

This workshop will describe a model of early childhood mental health consultation and how it can benefit teachers. Participants will explore how consultation over the course of a program year meshes with Connections: A Relationship-Based Phase Model. The workshop will also outline red flags to look for to refer children and families out for mental health services. Discussion of this process as it relates to participant's experience at their sites will occur. Resources will be provided.